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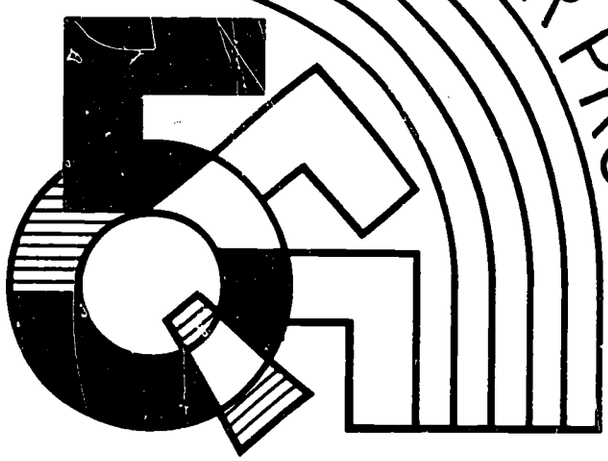
ABSTRACT

A study unit for social studies or language arts credit in secondary grades is developed for a problem centered in-depth analysis of contemporary America. An interdisciplinary approach focusing on an analysis of art, literature, music, and philosophy is suggested to help the student assess personal values and beliefs concerning contemporary American culture. Objectives for the course are stated and suggested learning activities for each area of study are outlined. A bibliography of recommended instructional materials is included. (SHM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM



SOC 3954

AMERICAN CULTURE

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6416.34
6448.40
5114.139
5115.154
5116.157
Social Studies

LANGUAGE ARTS

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Written by: Fran Schmidt and Grace C. Abrams

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A PROBLEM CENTERED IN-DEPTH ANALYSIS OF CONTEMPORARY AMERICA. UTILIZES AN INTERDISCIPLINARY APPROACH FOCUSING ON AN ANALYSIS OF ART, LITERATURE, MUSIC AND PHILOSOPHY TO BETTER UNDERSTAND CONTEMPORARY AMERICAN CULTURE.

GRADE LEVEL: 9 - 12

COURSE STATUS: ELECTIVE, MAY BE TAKEN FOR SOCIAL STUDIES OR LANGUAGE ARTS CREDIT.

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: If we are sincere about helping the student become more knowledgeable about the "American way of life," then we must offer him the opportunity to examine some of the aspects of the culture in a problem-solving manner. Only then, can the student learn the complexities and problems of the culture, assess his own values and beliefs and formulate ideas for his own role in the culture.

While engaged in an examination of the culture, the student will also be be involved in many creative experiences that will contribute to his own cultural enrichment.

COURSE GOALS:

1. THE STUDENT WILL CRITICALLY ASSESS PERSONAL VALUES AND BELIEFS CONCERNING CONTEMPORARY AMERICAN CULTURE, AND CONDUCT AN INQUIRY INTO THE UNDERSTANDING OF AMERICAN CULTURE BY OTHERS.

2. THE STUDENT WILL DEFEND THE HYPOTHESES THAT THE TECHNOLOGY AND INSTITUTIONS OF A CULTURE AFFECT THE ARTS.

3. THE STUDENT WILL ANALYZE AND REACT TO THE MUSIC OF CONTEMPORARY AMERICA; AND CITE EVIDENCE TO SUBSTANTIATE OR REJECT THE THEORY THAT MUSIC MIRRORS AND REFLECTS THE CULTURE.

4. THE STUDENT WILL ANALYZE AND REACT TO THE FINE ARTS IN CONTEMPORARY AMERICA; AND CITE EVIDENCE TO SUBSTANTIATE OF REJECT THE THEORY THAT THE ARTS REFLECT THE CULTURE.

5. THE STUDENT WILL ANALYZE AND REACT TO LITERATURE IN CONTEMPORARY AMERICA; AND CITE EVIDENCE TO SUBSTANTIATE OR REJECT THE THEORY THAT LITERATURE REFLECTS THE CULTURE.

6. THE STUDENT WILL EXAMINE SOME OF THE PHILOSOPHIES OF THE YOUNG IN CONTEMPORARY AMERICA AND COMPARE AND CONTRAST IT WITH THE PHILOSOPHY OF THE "ESTABLISHMENT."

7. BASED ON HIS RESEARCH AND UNDERSTANDING, THE STUDENT WILL MAKE A JUDGEMENT ABOUT AMERICAN CULTURE-ITS QUALITY, PROBLEMS AND DIRECTION.

COURSE CONTENT OUTLINE:

I. American Culture

- A. Personal beliefs
- B. Beliefs of Others
- C. Inventory of Cultural Activities

II. Elements of a Culture

- A. Language
- B. Institutions
- C. Technology
- D. Arts
- E. Mass Media
- F. Others

III. Music

- A. Terminology
- B. Types
- C. Themes
- D. Forces affecting
- E. Direction and Impact

IV. Art

- A. Terminology
- B. Self-inventory
- C. Types
- D. Forces affecting
- E. Direction and Impact

V. Literature

- A. Self-inventory
- B. Types
- C. Impact
- D. Direction

VI. Philosophy

- A. Personal beliefs
- B. Protestant Ethnic
- C. New life styles
- D. Conflict
- E. Direction of Culture

VII. Culture

- A. Problems
- B. Quality
- C. Direction-Future

GOAL: THE STUDENT WILL CRITICALLY ASSESS PERSONAL VALUES AND BELIEFS CONCERNING CONTEMPORARY AMERICAN CULTURE, AND CONDUCT AN INQUIRY INTO THE UNDERSTANDING OF AMERICAN CULTURE BY OTHERS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT IS THE AMERICAN WAY OF LIFE?	A. Students will exchange ideas about American culture.	Students should be encouraged to exchange ideas they hold about American culture. Questions asked by teacher to stimulate discussion: What is the American way of life? Is there an American way of life? How did you reach your ideas about American culture? What is culture? The discussion will give students the opportunity to realize how little they really know about their own culture. They can now begin to explore their own values and attitudes towards contemporary America.
	B. The student will know the vocabulary dealing with the culture.	1. The students should know the meaning of the following: culture, technology, youth culture, mass culture, mass media, status, fine arts, mediocrity, affluent, leisure time, philosophic, social classes, aesthetics, elements of a culture
CULTURE IS THE TOTAL WAY MAN LIVES.		2. Culture may be defined as the total way man lives. "Culture" can be a highly ambiguous term. Culture can have two meanings. The meaning given by the anthropologists: in which all social habits, techniques, religious practices, marriage customs, in fact everything-is examined to throw light on how a particular society lives and moves, or just exists. The second meaning is not concerned with material techniques, not with social organization, but with ideas, the aesthetic experiences and achievements and the philosophical or religious ideas that affect and are affected by these experiences in the society. For the purpose of this quin, both meanings will be utilized.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CULTURE CAN BE ANALYZED AT DIFFERENT LEVELS.	B. (cont.)	3. Mass culture for a mass society has been described in many books that attempt to analyze American culture. The mass culture of America has been described in three levels: a. highbrow - enduring works of art and the efforts of avant gardists b. middlebrow - average movies, family magazines, respectful T.V. shows c. lowbrow - comics, detective stories, vaudeville The teacher will ask the students if they agree with the categories. Why or why not?
	C. The student will assess his status in the culture.	1. The student may want to place himself and his family in a category and then describe some of the criteria or cultural activities that place him in that category. 2. The student will read portions of the AEP booklet entitled Status. (recommended - pp 25-34) After reading, the student will discuss: "Is your 'culture' related to your socio-economic status?" Sources: Culture for the Millions, ed. by Norman Jacobs The American Way of Life, by Ashley Montagu Mass Culture (The Popular Arts in America) ed. by Bernard Rosenberg and David White) American Character and Culture, ed. by John A. Hague. Status (AEP unit books)
PEOPLE IDENTIFY WITH DIFFERENT ASPECTS AND VALUES OF A CULTURE	D. The student will take a cultural self-inventory.	1. The student will complete the following questionnaire (or similar one devised by the teacher) Part I. Identify your views (agree or disagree) _____Money and material things are important in life.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	1. (cont.) _____ It is right to work hard as long as you gain something from it. _____ Parents views should be respected and followed. _____ Status and public image are important. _____ It is important to do what you think is right, no matter who disagrees. _____ It is important to be honest with yourself. _____ We should treat all people as our brothers. _____ Love and respect from your family is very important. _____ Everyone should do their own thing! _____ Respect for authority is vital in our society. _____ Marijuana should be legalized. _____ The credibility gap proves you can't trust your government. _____ Material success is the American way. Part II. Identify your views (agree of disagree) _____ Television is a wasteland in our culture. _____ T.V. commercials are degrading. _____ Television reflects America's mediocrity. _____ America's music reflects her culture. _____ Americans are "thing" oriented. _____ Americans view pornography as a national threat. _____ Sex must be used to sell everything in America. _____ American's accept concrete canyons without protest. _____ Americans have poor habits of cleanliness. ____ personal ____ environment _____ Every country should have the "American way of life."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	1. (cont.) _____American armed forces should "police the world. _____Violence is American as Apple pie. _____Woodstock Nation is the hope for the future. _____Young people of America are confused about their values and beliefs. 2. A committee will analyze the results and draw a class profile.
THE USE OF LEISURE TIME IS DEPENDENT UPON PERSONAL TASTES AND DISCRIMINATION.	E. The student will assess his own use of leisure time.	The student will construct a chart which reflects his leisure time "cultural" activities covering the following areas: (Cultural I.Q.) Literature Music Fine Arts Sports T.V. Watching Movies Socializing Dating Others (Religious activities, volunteer services, etc.) How many hours a week does he engage in the above? What types of music does he listen to? What kinds of books is he reading? (newspapers, magazines, etc.) What kinds of T.V. programs is he watching?
	F. The student will assess the time of leisure time by others.	The student will compare and contrast the "cultural tastes" within the class. (compare with other classes or schools in the area) What do others do with their leisure time?
	G. The student will assess the views of others as to their understanding of American Culture.	1. The students will go out into the community to assess the views and opinions of different segments in the community on: "What is American culture?" "What is the American way?" "What adjectives describe the American?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	G. (cont.)	1. (cont.) (Teacher can devise her own poll or develop one with students) The people interviewed should include different age groups, different socio-economic groups. (Does different socio-economic levels have a bearing on ideas of "culture"?) All the opinions and views should be analyzed by the class, discussed and the students should reach some generalizations. 2. The students may utilize selected readings in the bibliography for general points of view of culture.
OPINIONS OF AMERICAN CULTURE ARE VARIED BY THOSE LIVING WITHIN AND OUTSIDE THE CULTURE	H. The student will formulate a hypotheses based on what others say about America.	1. The teacher will ask: "What hypotheses about American culture (and Americans) can you develop from the following quotations: a. "Re-entering America, one is struck first by all the grim monotony of American facial expressions...hard, curly and bitter and by the aura of deprevation that informs them. These perceptions are heightened by the contrasts between the sullen faces of real people and the vision of happiness television offers.." Philip E. Slater The Pursuit of Lonliness b. "I feel sorry for America... I am sorry for them because bewildered, saddened or maddened, they are trying to grope their way out of a long dangerous dream..." "While Americans have been far bolder at muck-raking than we have-and any dictionary of American slang shows how far-reaching and inventive their cynicism can be-nevertheless they have been brought up and have lived under this vast blue canopy of glory and wonder and communal self-praise..."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
13 WHAT ARE THE REALITIES AND MYTHS OF THE CULTURE?	II. cont.)	1. (cont.) "So a great country based on a noble revolutionary idea, is now tearing itself apart, and may experience more anger, violence, shame and sorrow before it can heal itself. I for on am desperately sorry." (the above three from: Atlas, March, 1970 J.B. Priestley, British writer) c. "This is a most unusual period in American history. We are tense, discontent, frustrated. We are easily angered over small things; we explode over big things; and we are divided." by Howard K. Smith The Humanist, Jan./Feb. 1970 d. "There is no country on earth which has more of a common explicit ideology-more of a common explicit morality...(involving) dignity of human individual, justice between people, liberty, equality of opportunity and brotherhood... In spite of serious setbacks, the trend is toward gradual, ever-better fulfillment of those ideals." by Gunnar Myrdal, Swedish scholar Senior Scholastic, Sept. 25,2969 2. The student will analyze each statement. The student will consider the following questions: a. Is there a gap between the fantasies Americans live by and the realities they live in? b. Are we a frustrated angry people? c. Has our advanced technology brought us happiness, security and peace of mind? 3. The student will write the hypotheses he has developed from the quotations, discussions and

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (cont.)	3. (cont.) the polls taken; and gather evidence throughout the study of this quin to either substantiate or reject his hypothesis. 4. The teacher will assign the following long range activities: a. In-depth analysis of any of the following areas in American culture: Music, Art, Dance, Literature, T.V., Sports, etc. b. Research the origins and Meaning of the New Youth Culture.
HOW THE FOREIGN PRESS VIEWS AMERICA.		5. The student will collect statements made by the foreign press or foreign dignitaries describing their attitudes and opinions of America and its culture. The collection should also include cartoons. The collection could be put into booklet form and shared with the class. 6. Below are a few examples all quoted from Atlas, a magazine which calls itself a "window on the world." (March 1970 issue) a. "A Quick Glimpse from Brazil" from O Pasquim, Rio de Janeiro, statement by Luis Garcia "Americans are omniverous; they will eat anything if it is put between two pieces of bread." "In the 'adolescent' or pre-marital stage, American boys can be differentiated from American girls because the boys wear tight pants, long hair and beads, while the girls wear tight pants, long hair and beads. The difference, as you see, is very subtle, but it is dangerous to make a mistake." 7

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (cont.)	6. (cont.) b. A cartoon from the Indian Express, New Delhi by Abu The cartoon shows a S.E. Asian farmer, writing graffiti on a wall: "U.S. GO HUMAN" c. "Afro-Americans as Seen by an Afro-African" by Martin Njeroge in the Daily Nation, Nairobi, Kenya. "For a visitor, it is just scary to be in a place like the "People's Republic of Harlem" where there is an armed policeman posted at every corner..." d. "I Feel Sorry for America" by J.B. Priestley in the New Statesman, London "Americans...were in no position to teach other people anything except advanced and dangerously suspect technology. It is now time the U.S. started all over again and did much better." "How many of us over here are not at all out of sympathy with those disillusioned young Americans. We also dislike the society they dislike. We are wearily contemptuous of its self-glorification. Nevertheless, I for one think a lot of those youngsters go too far in utterly rejecting the American idea, the big dream." e. "Welcome to the Community of Burnt Children" by Sabina Lietzmann in the Frankfurter Allgemeine, Frankfurt, Germany. "To some, patriotism has almost become a cuss-word... My country's actions today don't inspire me with respect." a twelve year old (American) girl explained when she was charged with flag defamation.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	II. (cont.)	6. (cont.) "America today is an injured nation, whose self-esteem has been shaken and whose circumstatnces have radically changed. Naivete' once lost can can never be found again." 7. The student will critically analyze the quotations and the cartoons and give their opinions as to their sympathy with the statements or their rejection of the statements.
	I. The student will utilize current newspapers and magazines to enhance his picture of Contemporary American culture.	On-Going Activity From the Sunday Newspapers (or magazines) the student will read, summarize and collect information about cultural activities and current trends which reflect the present cultural atmosphere in America. For example, every Sunday in the Miami Herald there are two sections that can be utilized: "Home and Design" "Lively Arts" The student will assess the amount of space given to contemporary culture(the arts) in the local newspapers and magazines. Materials to be used for this portion of the Quin. Issues Today, Nov. 20, 1970 Issues Today, Sept. 1,1969, AEP Publications "Frustrated America" by H.K. Smith The Humanist, Jan./Feb. 1970

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (cont.)	Materials (cont.) "What's Troubling High School Students?" Today's Education, Sept. 1970 (NEA) "What's Right, What's Wrong...With America?" Senior Scholastic, Sept. 15,1969 (Scholastic) Class set of Profile USA, AEP booklet Class set of Dig USA, edited by Arthur Daigon and Ronald T. LaConte

GOAL: THE STUDENT WILL DEFEND THE HYPOTHESES THAT THE TECHNOLOGY AND INSTITUTIONS OF A CULTURE AFFECT THE ARTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ELEMENTS OF A CULTURE	A. The studont will reject or accept the concept that technology and institutions in a culture affect the arts.	1. The students will describe the elements of a culture: a. language b. institutions (family, government, religious organizations, etc.) c. technology (way people make their living) d. the arts (music, literature, sports, dance, etc.) 2. The class will be divided into groups and each group will take an element of the culture, and gather evidence that supports the hypotheses: Technology and institutions in a culture affect the arts. Examples: Songs that reflect rejection of pollution, war, killing, materialism or the acceptance of "Jesus," drugs, brotherhood, etc. Literature: Woodstock Nation by Abbie Hoffman Soul on Ice by Eldridge Cleaver Do It by Jerry Rubin Assortment of Underground Newspapers: Daily Planet--- Rat--- Free Press--- Bumper stickers - Posters and graffiti against war, for love, etc. Use of electronic media to produce the "new sound" Use of big-business advertising institutions to "sell" the personality and the music (or other expression or work of art.) Mass-production techniques to put works of art (music, etc.) in everyones' reach.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
FORCES IN THE CULTURE HELP TO MOLD AND SHAPE CULTURAL TASTES.	B. The student will discuss the forces that shape and mold cultural tastes.	1. The student will analyze and react to the following quote: "Suppose there were no critics to tell us how to react to a picture, a play or a new composition of music. Suppose we wandered innocent as the dawn into an art exhibition of unsigned paintings, by what standards, by what values would we decide whether they were good or bad, talented or untalented, successes or failures. How can we ever know that what we think is right?" by Marya Mannes But Will It Sell? pages 179-195 (The culture bit) 2. Questions for discussion: a. Are we shaped and molded by the forces in our society that are hidden from us? b. Are we all part of an orchestra being led by those only interested in selling for profit? 3. The teacher will show the filmstrip: The Exploited Generation. (Guidance Associates) 4. The student will discuss and analyze how the mass media advertising methods of appealing to young people's insecurity and blind conformity directs them to styles and tastes they think are examples of non-conformity. a. dress styles b. eating habits c. others
CULTURAL FACTORS MAY EITHER ENCOURAGE OR DISCOURAGE CONFORMITY		5. Show the filmstrip: Dare to be Different (Guidance Associated) Have the students discuss the cultural factors tending to strengthen conformity in American life; mass production, mass education,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	5. (cont.) highly organized society; political structures, they assimilitive idea. 6. The student will contrast constructive and destructive ways to resist these pressures in search of individuality. 7. The student will cite specific examples of how the mass media (T.V., radio, movies, magazines, newspapers, etc) affects or "shapes" their thinking on the following: a. violence in American culture b. personal hygiene c. food habits d. smoking and drugs e. dress and fads f. language g. politics h. religion i. music, literature j. leisure time activities k. profit motive (capitalism) l. other cultures (stereotypes?) outside USA m. war-peace n. sub-cultures (in America) such as Hippies, etc. o. built-in obsolescence p. family life q. education r. government s. minorities
RELEVANCY OF EDUCATION IN THE CULTURE	C. The student will analyze the relevance of his education.	1. The student will list the grievances he has against the educational system (individual lists should be collated for a group list) a. Is the institution called "education" giving you a relevant curriculum?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	1. (cont.) b. Are you rejecting or accepting the values that the institution is transmitting? What are the values? c. What should be changed in this area of the culture to make schools and education more relevant? 2. As a follow-up the teacher should read the article "What's Troubling High School Students?" in Today's Education (NEA Journal) Sept. 1970 issue. The student will then be able to compare his grievances with those of a selected group of a High School students throughout the United States. Sources: 1. What Do You Kids Want Anyway? (Dennoyer-Geppert) 2 parts filmstrip/records 2. World Week (Scholastic) Oct. 19,1970 "Education...It's a Changing Scene." 3. World Week (Scholastic) May 10,1971 "Youth and the Future!" 4. American Character and Culture edited by John A. Hague (Part 4 deals with Technology in American Culture) 5. "Technology - How to Make it Best Serve Human Needs" #10 and "Youth and the Establishment" both from Vital Issues, Center for Information on America

GOAL: THE STUDENT WILL ANALYZE AND REACT TO THE MUSIC OF CONTEMPORARY AMERICA: AND CITE EVIDENCE TO SUBSTANTIATE OR REJECT THE THEORY THAT MUSIC MIRRORS AND REFLECTS THE CULTURE.

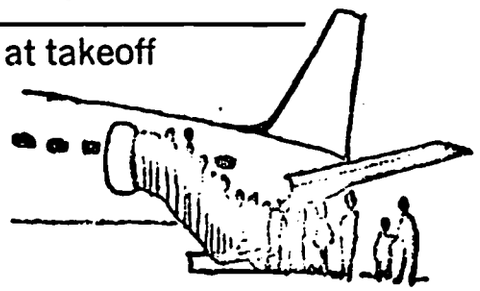
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MUSIC OF THE YOUNG	A. The student will listen and react to the music of the "young".	1. The student will compile a glossary of music terminology of music today: examples: soul, Pop, folk rock, Memphis sound, acid rock, rock opera, hard rock, rock, country music, Raga rock, Motown sound The student can further research the origin of the above. 2. The student will bring in examples of the music of the "young generation" in America. (The WQAM's Fabulous Survey for each week could be utilized) The class will listen to samples of some of the top sellers and from different categories. 3. General class discussion: "What I Like About The Music," "Who determines which songs get on the survey as the top songs?" (Students may want to interview a local disc jockey)
MUSIC OF OTHER GROUPS IN THE SOCIETY	B. The student will conduct a survey to determine the type of music being listened to in the culture.	1. The class will conduct a survey to determine what kinds of music is being listened/played by different generation groups. (Also different socio-economic groups) The groups can be categorized as follows: Under 30 / Under 50 / 50 and over Lower Class / Middle Class / Upper Class 2. The student will analyze the findings of the survey either by graph or chart form, and share their findings with the class.

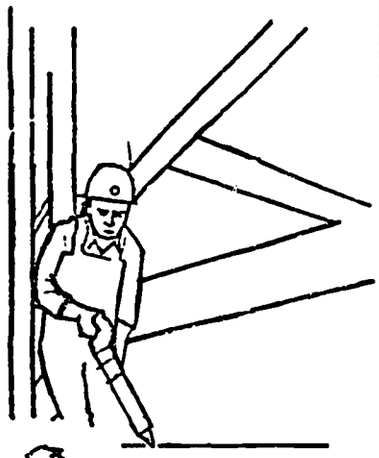
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IS THERE A "GENERATION GAP" IN MUSIC?	C. The student will compare and contrast the music of different generations.	1. Based on the information gathered in their surveys, the student will compare and contrast the music being listened/played by the different generations (different socio-economic groups) and make some generalizations on his findings. 2. The teacher will state "Rock has prevailed and flourished because Rock was manufactured and sought after by a generation hooked on sound..." by Robin Richman (Life, June 28,1968) 3. The class will discuss the statement and react to the warning by research scientists that music played in a high volume, over and over, can cause dangerous ear damage...findings show that one in three students tested at the U. of Tenn. had impaired hearing..." (for the teacher: attached Visual #9) (source: Miami Herald, June 26,1971)
	D. The student will research the history of Rock groups.	1. The student will further analyse How Rock considering the following: What are the themes of the lyrics? Why are the students "hooked" on the music? Who did the selling job? How is the technology of the age utilized in this music? 2. The class can be divided into groups with each group taking a specific Rock Group and research the search the history of the group, how they got their name, their specialities, popularity, etc.

ROCK MUSIC: TOO LOUD FOR SAFE LISTENING?

Decibel=Standard unit of measure for intensity of sound

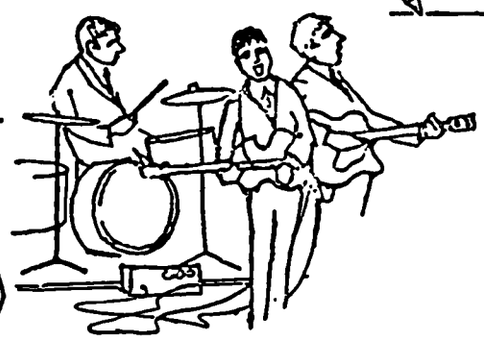
150 — Jet plane at takeoff





130 — Pneumatic riveter

120 — Rock music with amplifiers



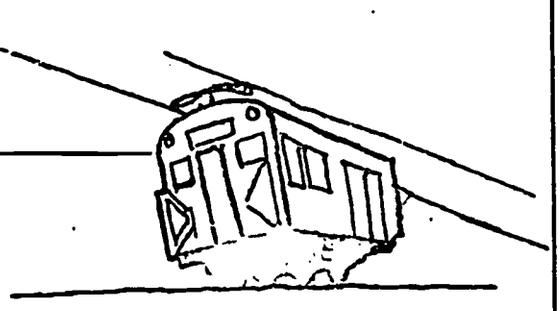
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107 — Power mower



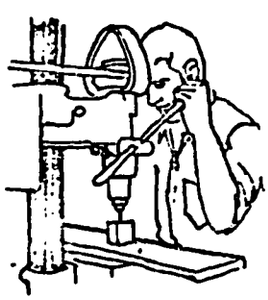
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95 — Subway

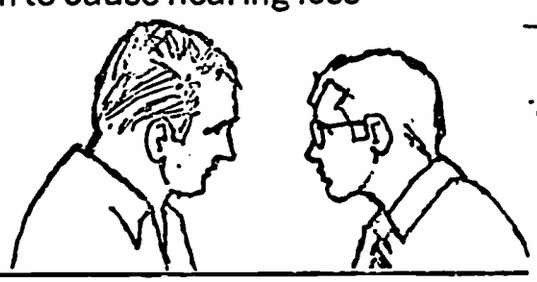


90

80 — Level of industrial noise known to cause hearing loss



70



60 — Conversation

VISUAL 9

From News Focus (3M and Newsweek) Sept. 20, 1968

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	Teacher: Refer to Life Magazine, June 28, 1968 and Scholastic Scope, Feb. 8, 1971 Head (AEP booklet) May 1, 1970 Rock Encyclopedia by Lillian Roxan Rock '71 by Chris Hodenfield, AEP Publications
THE MUSIC OF A CULTURE REFLECT THE PROBLEMS, HOPES AND ASPIRATIONS OF THE PEOPLE IN THE CULTURE.	E. The student will analyze the "messages" or themes of the new music.	The student will discuss the "Themes" or "Messages" of the songs with his classmates and answer the following questions: a. Does the song "The Declaration" preach revolution? b. Do the songs inspire ACTION by individuals or groups? c. Are protest songs of any influence to the "establishment?" d. Do the songs propose alternatives to the problems they allude to?
	F. The student will research the origin and purposes of Rock Music festivals.	The students will research the origin and purpose of Rock or Music Festivals. Based on their findings they will answer the following: a. What is the attraction that brings young people from all over the country to such a gathering for days? b. How did all other festivals compare to WOODSTOCK? c. Is this type of entertainment here to stay? Why?
		Sources: A Rock Anthology: When the Mode of Music Changes 1971 Peace Calendar from War Resister's League. "Fire and Rain" Urban World, AEP, April 15, 1970. "How Do Pop Groups Get Names?" Urban World, AEP, May 1, 1969. Pop Culture in America, N.Y. Times Paperback

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. (cont.)	Sources - (cont.) Rock '70, Pyramid Books "Bob Dylan and the Poetry of Salvation" Saturday Review, May 30, 1970. "Dylan" World Week, (Scholastic) Dec. 14, 1970.
THE QUANTITY AND DIVERSITY OF MUSIC IN THE CULTURE REFLECTS ON OUR AFFLUENCE.	G. The student will analyze and react to different types of Music in the culture.	1. The student will analyze and react to the following (and others determined by the student or teacher): COUNTRY MUSIC (Nashville - a way of life which has created a loose but lucrative sound that the "rest of the music business unabashedly steals." Today, nearly one of every six records carries a country label.) Does country music really have anything to say? How does it reflect the culture? ROCK OPERA (JESUS CHRIST-SUPERSTAR) (Music which is both secular and reverent, "bridges the generation gap" and treats Jesus as a modern man. It is embraced by some of the clergy as a way to reach youth.) Does this type of music have anything to say? Does it reflect the culture? The student may want to do the same with SOUL, CLASSIC, POP, BEATLE music, etc. 2. The student will compile a list of PERSONALITIES in today's music and analyze their life style, their music styles and the influence they exert on the young, and if their is a backlash from other segments in the society. (Examples: Joan Baez, Janis Joplin, Bob Dylan, Tom Jones, Simon

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	G. (cont.)	2. (cont.) and Garfunkle, etc.) (Examples: dress styles, drugs, philosophy, etc.) SOURCES: "Country Music," Look magazine, July 13, 1971 "A Reverent Rock Opera" Life, May 28, 1971 "Rock and Roll Women" World Week (Scholastic) April 26, 1971
SOME FORMS OF MUSIC ARE ACCEPTED IN ANY GENERATION.		3. Class discussion: "What role does other types of music - classical, jazz, blues, spirituals, and etc. play in our culture today? Which of the above have endured throughout our history?
	H. The student will compare early and later styles of music by different individuals.	1. The student may want to compare and contrast the early music of individuals like Bob Dylan, Simon and Garfunkle, etc., to their later music. For example Bob Dylan's early music: "Blowin in the Wind" and "The Times They are a Changin" compared to his recent: "John Wesley Harding" and "Nashville Skyline" show the growth of the Dylan philosophy: "...that compassion is the only secular manifestation of the religious experience... and that his vision precludes a political path to salvation"
		2. How influential are these singers? Are they preaching individualism vs. group actions for the betterment of man?
SOME FORMS OF MUSIC CHANGE TO REFLECT THE CHANGES IN SOCIETY.	I. The student will analyze the rapidity of change in musical tastes.	1. The students will analyze the rapidity of change in music from the late 60's to the current year. The student will give specific examples of these changes.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Note to teacher: Because of the rapidity of change, current musical hits will need to be updated.	I. (cont.)	2. The student will react to the following statements: a. In the late 60's songs like "White Rabbit" and "Lucy in the Sky with Diamonds" reflected the teen-age listeners burgeoning interest in the use of drugs. Today and songs glorify optimism, love-divine and profane - (for example: "Joy to the World," "Love Means," "Never ending Song of Love," etc.) b. "The shift may reflect a shift in the teen culture. Rock Lyrics reflect teen values more than they affect them." c. "...Like poetry, the lyrics are often ambiguous and difficult to de-code. Teens like having a secret language that deals with their world..." (above three from: Miami Herald, May 30, 1971 - "Rock Music Mellows in Meaning" by Lee Kottke) d. Pop music ain't what it used to be, and I say hooray. In the 1930's when I was a teenager, the dominant theme was June-Moon-croon-spoon...As before, the music business tries to keep things under control by plugging so-called "in-offensive" songs and screening out "protest" songs. But, they are being outflanked by youth, and by the ingenuity of songwriters... e. "A song, like any work of art, bounces back different meanings to different people at different times, as life shines new life upon it..."
LYRICS IN MUSIC REFLECT THE TIMES.		3. The student will write down the themes or "Messages" he believes to be in the following songs. "This Land is Your Land" by Woody Guthrie

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (cont.)	3. (cont.) "Indian Reservation" "Woodstock" "Bring the Boys Home" "Ball of Confusion" "The Declaration" (The student and teacher could compile a new list in keeping with the times.)
		4. The teacher will ask: What role does the ballad play in American culture today?
THE INJUSTICE TOWARDS MINORITY GROUPS ARE OFTEN DEPICTED IN MUSIC AND OTHER ART FORMS.		5. The teacher will show the film: The Ballad of Crowfoot, 7', black and white, rental from Contemporary Films, McGraw-Hill. Willie Dunn's epic song, "The Ballad of Crowfoot" provides the film's narration. Done with photographs of documents and materials from photographic archives, together with stills, this film is an example of the fine arts and music as the method to tell the story of the destruction of the Indian in America.
	J. The student will examine and analyze some of the performing arts popular in American culture.	1. At this time, the student may want to examine and analyze some of the performing arts popular in American culture. For example: "Hair" "Fiddler on the Roof" and etc. The student may want to dramatize portions of the plays.
		2. The student may want to give a demonstration of some of the popular dances in America today. They can compare and contrast the dances of the different generations.
		3. The student at this time, is now ready to cite evidence to either substantiate or refect the theory that music (performing arts) reflects the culture.

GOAL: THE STUDENT WILL ANALYZE AND REACT TO THE FINE ARTS IN CONTEMPORARY AMERICA; AND CITE EVIDENCE TO SUBSTANTIATE OR REJECT THE THEORY THAT THE ARTS REFLECT THE CULTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DOES ART REFLECT THE CULTURE?	A. The student will assess their own interest in art...and the interest of their classmates.	1. Introduce terms and vocabulary: Fine arts — modern art abstract art — technological cultural lag — op art pop art — functional sculpture functional — utilitarian 2. The student will take an Artistic Taste Test. a. Are you interested in art? b. Have you ever studied art? c. List the types of art that interest you most. d. Who are your favorite artists or paintings? e. Which type of art do you dislike the most? f. How often do you go to an art museum? g. How is your room decorated? Teacher and student can add to the list. The students can exchange their views. 3. The teacher will utilize one book from the Profile Of America series, (The Modern Revolution 1950-1970) by Field Educational Publications, Chapter on Art, pages 109-124. Either by duplication of portions, or by student reading of portions, the class will generalize about art in America today from the information given. 4. The students will discuss: "How does art reflect the culture and society which surround the artist?" "What way does Pop art reflect modern America?"
IS AMERICA SUFFERING FROM A "CULTURAL LAG?"	B. The student will engage in discussion about the problems facing the fine arts.	The students will discuss the following questions after analyzing the quote by JohnVasses: a. Is America suffering from a cultural lag? b. Is the American artist at the mercy of the philosophy of "will it sell?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	(cont.) c. What is the role of the Federal government in subsidizing the arts and/or the artist? d. In what ways can "creative" people be allowed to express themselves and contribute to to the arts in a culture without the risk of being poverty-stricken? SOURCES: Norman Rockwell, Illustrator, by Guptill Publishing Co. any issue of 1970-1971 Art In America magazine Art in America Co., published bi-monthly. "Will Tomorrow's Houses Be Built in Factories?" Urban World (AEP Publication) Nov. 6, 1970. The Culture of the Cities by Lewis Mumford. "Cities for Tomorrow" Life Educational Reprint 20 (from Dec. 24, 1965 issue) Objects: USA by Lee Nordness (artists turn to crafts as a reaction to conformity, built-in obsolescence and mass production.)
ART IS USED TO SATIRIZE THE SOCIETY.	C. The student will analyze cartoons dealing with social satire.	1. Poking fun at the culture (institutions and types of people) through art has become quite popular. Have the students collect cartoons dealing with social satire, and place on exhibit in the classroom. 2. For example the cartoons of Jules Feiffer are syndicated and are in paperback collections. The student should analyze some of the cartoons.
	D. The student will engage in a variety of action projects.	1. The student will go to local art museums and report back on the types of art works displayed, the artists, etc. The student will try to determine from museum officials approximately how many people attend the museum each day. What do attendance figures tell us?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE TYPES OF ARCHITECTURE, THE CONDITION OF THE EDIFICES, REFLECT THE VALUES OF A CULTURE.	D. (cont.)	1. (cont.) The student will try to determine from museum officials approximately how many people attend the museum each day. What do attendance figures tell us? 2. At this point, some students may want to utilize their own talents and draw, paint, sculpture, etc., pieces of art work that reflects his culture. (his society) 3. The student will be asked to make a list of the kinds of architecture he sees around him (on his way to school, when he travels, in his neighborhood, on Television, in the movies, etc.) 4. The class will consider the following questions and be asked to make a judgement: Is what he sees offensive to him? Why? Are the buildings utilitarian? What factor does the profit motive play in the buildings of today? Has beauty suffered because of profit or practicality? How many slum areas did you see? Substandard houses? Empty, dirty lots? 5. Student may want to take films, slides or make a movie of what he sees. 6. The students will research the findings of scientists regarding consequences which are detrimental to people living under crowded, noisy conditions. 7. Many people refer to cities as "Concrete canyons."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	7. (cont.) Is this true of your city? Why do "concrete canyons' happen? Are there other alternatives?
THERE IS A TENDENCY TO MASS-PRODUCE HOMES AT THE EXPENSE OF BEAUTY.		8. There is a song entitled: "Little Boxes." It refers to the sameness of little houses built in the suburbs. The students will discuss these questions: a. Why has this type of housing become so widespread in America? b. Is this a reflection of the loss of individuality in American culture? c. Why do Americans accept such "mass sameness?"
DOES THE ARTIST SHAPE THE TIMES OR DOES THE TIMES SHAPE THE ARTIST?	E. The student will research the lives and times engaged in the fine arts.	1. The student will research the lives and times of American contemporary artists, sculpturers, illustrators, architectors, and etc... and make a determination as to whether the artist helps to shape the aesthetics of the culture or whether the culture shapes the kinds of work of the artist (or both).
		2. The student will work in committees or separately and present their findings in an audio-visual manner via tapes, posters, prints, bulletin board displays, etc.
		3. Norman Rockwell is known as America's most beloved illustrator. Why? After examining some of his works, the student will make a judgement as to whether his works truly represent the American spirit or way of life?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CAN AN ARTIST CAPTURE "THE AMERICAN SPIRIT?"	F. The student will assess the role of art in the selling of products.	1. The students will make a survey of merchandise which has a high-selling appeal because of the art work utilized on the wrappings or in the presentation of the sales-pitch. They will bring in samples of their findings. 2. Research and general discussion: What role does the buying and selling of antiques have in American culture? 3. The class will be asked to react to the following quotes: "America, which has amazed the world with her technology, will not remain a great nation unless it does something about its artistic and spiritual life...We are behind in the creative arts...and we have neglected our artists and sculptors..." Designer John Vasses Miami Herald, Feb. 11, 1971

GOAL: THE STUDENT WILL ANALYZE AND REACT TO LITERATURE IN CONTEMPORARY AMERICA; AND CITE EVIDENCE TO SUBSTANTIATE OR REJECT THE THEORY THAT LITERATURE REFLECTS THE CULTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE VARIETY OF LITERATURE IN THE CULTURE ATTESTS TO THE VARIETY OF TASTES IN THE SOCIETY.	A. The student will assess his reading habits... and those of the class.	1. The student will take inventory of his personal reading habits and literary tastes: READING INVENTORY Types — Titles — Hours spent reading Books (hard cover) Paperbacks magazines comics newspapers (others) The student will note in the inventory if he is utilizing the facilities of public libraries or buying most of his reading materials.
		2. A committee will analyze the inventories and present some generalizations to the class about the reading habits of their class.
	B. The student will survey and analyze the reading habits of different generations.	1. The class will conduct a survey to determine the reading habits of different generation groups and different socio-economic groups! The groups can be categorized as follows: Under 30 — Under 50 — 50 and over Lower class — Middle class — Upper class
		2. The student will analyze the findings of the survey either by graph or chart form and share their findings with the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LITERATURE IN THE SCHOOL CURRICULUM.	C. The student will analyze the types of literature offered in school.	1. The student will analyze some of the types of literature he is exposed to in the secondary school curriculum. 2. He should consider the following questions: a. Is the literature relevent to the student? b. Does the literature stir the emotions and keep interests? c. Who should decide what types of literature are read in the High Schools. Note to the teacher: Dell Publishing Co. puts out a series of paperbacks entitled: A Teacher's Guide to Poetry A Teacher's Guide to Selected Literary Works A Teacher's Guide to Modern Drama and AEP puts out Creative Approaches to Reading Literature. These books cover a wide selection of literature presently used in the Jr. and Sr. High Schools. 3. The student will spend a period browsing in the school or public library and make a survey of the types of literature available that is of interest to him. 4. The student will make a judgement about the materials offered after considering the following questions: a. Do the materials accurately reflect American teen culture? b. Were there any materials dealing with the alienated generation? c. Was there enough materials?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	5. The teacher will ask the question: Which book would you recommend be in the library which is not there now? Why?
LITERATURE THEMES ARE AS VARIED AS HUMAN PROBLEMS.	D. The student will read on the theme of man's search for his individuality.	1. Volunteer or selected students will read the following books which deal with the themes: (a) alienation and suffering of the individual goes beyond the environment that robs him of his individuality (b) affirmation of human dignity without protesting society. Sieze the Day by Saul Bellow Death of a Salesman by Arthur Miller Catch 22 by Joseph Heller Catcher in the Rye by J.D. Salinger
		2. The student will speak to the questions: Is man's search for his own individuality something new? Is this constant struggle for individuality a never-ending search for all of mankind, regardless of his culture, or the time and place in history? NOTE: There are many types of literature that have "messages" or protest some condition in the society. The students may wish to select types of literature discuss, and give reasons why they are relevent or irrelevent to the culture.
"TRADITIONAL" TYPES OF LITERATURE HAVE A SOLID FOUNDATION IN THE CULTURE.	E. The student will examine the works and themes of some "traditional" writers.	1. In order to acquaint the student with some of the noted and popular American authors that are "traditional" in our culture, the student will read some of the short stories in the paperback: The Outnumbered (a collection of essays, stories, poems about minority groups) Authors include: John Steinbeck, Bernard Malamud, James Baldwin, William Saroyan, Richard Wright, Willa Cather, Langston Hughes, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (cont.)	2. The students will disucss the writings and styles of these writers. Are they considered "Square" or "Not with it" by this generation?
LITERATURE CAN HELP CLARIFY PERSONAL AND SOCIAL CONFLICT.	F. The student will assess the value of literature in his personal life.	1. The student will comment on the following: Literature is a tremendous resource for today's youth terribly torn by doubt and disillusionment - groping for ideals to live by. Literature can help clarify personal and social conflict, move them towards fine values and deep committments and furnish them with models on which to form themselves.
		2. Questions: Are you identifying with any heroes in literature? Which books (or other types of literature) have helped you formulate your values? Which types have helped you to understand your culture?
	G. The student will compare and contrast the works of "traditional" and avant garde poets.	The student may want to compare the works of three "establishment" poets with three avant garde poets. For example: Marianne Moore with Alan Ginsburg. (any combination selected by teacher or student)
	H. The student will react to opinions of America by one famous American author.	John Steinbeck, famous American author has written a book entitled: America and Americans in which he analyzes American culture quite thoroughly. The teacher should read portions of the book for general discussion purposes/and/or discuss some of Steinbeck's thoughts. "...We call ourselves realists but we will buy

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (cont.)	(cont.) anything we see advertized...we claim to dislike highbrow art and music, but we have more symphonies, art galleries and theatres than any country in the world... We are restless, dissatisfied people; we spend our time searching for security and hate it when we get it. We eat too much, drink too much, work too hard and play with a violence that is suicidal. We criticize our own government bitterly, and yet we would like to impose it on everyone else..." The Miami Herald, Jan. 15, 1967
LITERATURE CAN BE USED TO SATIRIZE THE CULTURE.	I. The student will examine satirical literature.	1. Literature can be used to satirize the society. The student will bring to class examples of literature (magazines such as Mad, Lampoon etc.) and share with the class. 2. The student is now ready to cite evidence to either substantiate or reject the theory that literature reflects the culture. This can be done in essay form, oral presentations or general discussion.

GOAL: THE STUDENT WILL EXAMINE SOME OF THE PHILOSOPHIES OF THE YOUNG IN CONTEMPORARY AMERICA AND COMPARE AND CONTRAST IT WITH THE PHILOSOPHIES OF THE "ESTABLISHMENT."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WITHIN EACH CULTURE DIFFERENT PHILOSOPHIES OF LIFE ARE EVIDENT.	A. The student will assess his personal attitudes regarding conflicting life styles in the culture.	1. The student will define: philosophy sub-cultures Yippies commune generation gap "right on" Mass culture establishment Hippies existentialism drug culture happening Protestant Ethic Consciousness III 2. The student will assess his personal attitudes about the following: a. the establishment b. revolution c. the war d. hippies e. drugs f. communes g. the draft h. the New Left i. school j. religion k. gun controls l. civil disobedience NOTE: The student should hold his philosophy inventory until the end of the quin so that he may want to re-examine his beliefs. 3. The student will examine the "new life styles" or philosophies relating to: a. Nutrition (health foods, vegetarianism, vitamins, organic foods) b. Dress styles (old clothes, Indian type garments, army jackets, hot pants) c. Hair styles (long tresses, sideburns, wigs) d. Rejection of the "material" things in life e. Sexual freedom f. Communal living g. Drug cult h. religion

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will survey and analyze the philosophy of life of his friends and neighbors.	1. The student will conduct a survey of friends, neighbors and parents based on their answer to the question: "As an American, what is your philosophy of life?" 2. The students will analyze their findings and take particular note of how many times the words: success and security are mentioned.
	C. The student will investigate the "alienated" groups within the culture and their philosophy of life.	1. The alienated in our society have developed responses and different philosophies to the established "way of life." Who are some of the alienated groups in the culture? Why do the feel alienated? And what are their responses to this alienation? 2. The teacher will pass out the booklet: Alienation by Ronald Urick (Inquiry into Crucial American Problems) Prentiss Hall. The booklet contains personal accounts and case studies of those feeling alienation. The students will make their own selection and give an oral report of what they read. NOTE: There are several activities for involvement listed in the booklet. 3. You may wish to show the filmstrip, The Alienated Generation. 4. The teacher should also utilize a class set of Synopsis (Curriculum Innovations, Inc.) Sept. 14, 1970 article entitled: "Focus: The Psychology of Youth Discontent." 5. Utilizing library resources, the student will read and summarize on three by five cards at least five

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	5. (cont.) articles on Commune living. a. What is the philosophy behind community living? b. Is this type of living a new phenomena? c. What kind of people live in Communes? d. How are children reared in a Commune? e. How is the expense of food, clothing and shelter met? 6. The student will compare the philosophy of Commune living with that of the "Protestant Ethic" which promotes individualism and the striving of material gain. (SUCCESS) The Protestant Ethic preaches that hard work, saving, ambition, will lead to a good life. Sources for this portion of the quin: a. The Hippie Scene (Scholastic paperback) b. "The Youth Communes" Life, July 18, 1969 c. "A Visit to a Commune" Urban World, AEP magazine, March 19, 1971 d. "All in the Family" Tropic, Miami Herald, July 25, 1971. 7. The student will define WOODSTOCK NATION and all it implies. What is meant by the search of the "Woodstock nation of youth?" Is the Rock Festival the new nirvana? (define for students) Can music festivals be any answer to the problems facing the culture? (Note: Refer to Synopsis, Sept. 14, 1970.) 8. According to some "experts" on American culture, the U.S.A. is a nation of two separate cultures

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IS THE UNITED STATES TWO SEPARATE CULTURES DIVIDED BY INCOMPATIBLE PHILOSOPHIES?	C. (cont.)	8. (cont.) and philosophies. To quote Hippie Poet Tuli Kupferberg: "On one side are the hawks, most of the millionaires, the old-line politicos, the gray-haired mothers, the retired Army officers, the Spellmans of the ecclesia castrata, the sadistic police, the poor stupid soldiers, the rednecks the frustrated, the Madison Avenue alcoholics, the suicidal Marines, the robot teachers, the Fundamentalist boondockers - the forces we used to call reactionary." "On the other side are the youth, the doves, the beatniks, the poets, the artists, the professors, the protesting students, the minorities, the singers, the rock n'rollers, the psychedelics, the young parents crying for the fullness of their lives-whatever remains of the old humanism, liberalism and idealism of America" Ask the students: "Is American really split in two? Can such broad generalities be acceptable about America?"
THERE ARE MANY WAYS TO CORRECT INJUSTICES IN A SOCIETY.		9. Abbie Hoffman in his book, Revolution for the Hell of It tells us that the institutions and values of imperialism, racism, capitalism and the protestant ethic do not allow young people to experience authentic liberation. Believing that America accepts all these negative values, he states that his book was written with the hope of destroying "Americka." 10. After researching the life and beliefs of Abbie Hoffman, the student will make a judgement as to the philosophy of this man.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EACH CULTURE DEVELOPS A BACK-LASH TO UNPOPULAR IDEAS AND ACTIONS.	C. (cont.)	11. Some Americans have reacted quite strongly to the philosophy of civil disobedience and protest and fundamental changes to the "accepted way of life." Eric Hoffer, docker and homespun philosopher, warns: "Watch out, the common man has arisen and one day he'll elect a policeman to the presidency of the United States." Ask the student: What is Mr. Hoffer warning us against? 12. A committee of students may want to make a collection of some of the philosophical statements of Mr. Hoffer and share with the class. 13. After researching the life and beliefs of Mr. Hoffer, the student will make a judgement as to his philosophy. 14. In opposition to the "Protestant Ethic" has come a philosophy referred to as Consciousness III. Mr. Charles A. Reich describes Consciousness III in his new book: The Greening of America. Mr. Reich describes America on three levels: a. Material success, land and profit b. Corporate state - the machine age c. Enthusiasm of hope; openess to any and all experience always in a state of becoming... According to Mr. Reich, believers in Consciousness III starts with self, does not believe in antagonistic or competitive doctrines, does not measure others or see others as something to struggle against...People are brothers and the world is ample for all. Consciousness III rejects disparagement of others, rejects the whole concept

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOME PHILOSOPHIES ATTACK THE VERY CORE AND ESSENCE OF A SOCIETY AND MANY OF THE VALUES IT HOLDS DEAR:	C. (cont.)	14. (cont.) of excellence and comparative merit. The foundation of Consciousness III is liberation, the individual frees himself from automatic acceptance of the society and false consciousness that society and the culture imposes...he is then free to build his own philosophy and values, develop his own life style... 15. The student will read portions of The Greening of America, expecially Chapter 9, "Consciousness III; The New Generation." 16. The student will write in his own words that he believes to be the "new Philosophy." He will be asked to make a judgement as to how realistic the philosophy is-and what the impact on America would be if a majority of people embraced Consciousness III. Would only those wishing to "cop out" accept the philosophy? Note to the Teacher: There are criticisms and further analysis of the book; The Greening of America in the Current magazine, January 1971 issue. For example Professor of Philosophy, Herbert Marcuse, states that the book underestimates the political power, the structure of law-enforcement and the values held dear by the working, middle class American who do not look kindly upon young people who may turn into parasites in a society in their search for self-realization of spirit. He asks pertinent questions such as: "How will the establishment dissolve? Who will be in control of the machines while believers of Consciousness III are rolling in the grass or surfing...He states that the new philosophy

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
COMPLETE DIS-ILLUSIONMENT WITH THE VALUES OF THE CULTURE MAY LEAD TO DESTRUCTION OF WHAT IS GOOD IN THE CULTURE.	C. (cont.)	16. (cont.) evades the truth about where we are...what can be done to change the human condition for the better and how far we (society) have to go... 17. The teacher will read the following quote by J.B. Priestley, London writer: "Now many of us over here are not at all out of sympathy with those disillusioned young Americans. We also dislike the society they dislike. We are wearily contemptuous of its self-glorification. Nevertheless, I for one think a lot of these youngsters go too far in utterly rejecting the American idea, the big dream. Because some of its claims are fraudulent, there is a danger that the rebels may destroy what remains good and true in it..." 18. Class debate or panel discussion: Is Mr. Priestly justified in his statement? Will the American youth throw out the "baby with the wash water" or will American youth turn to constructive actions - political, social, and economic? 19. The students will list some of the actions they can become involved with in order to change or enrich American culture. (For example - work with Hadars Raiders, join VISTA, write poetry or stories that inspire positive change, contribute via any of the fine arts to enrich the culture, work for greater education for all, etc...)

GOAL: BASED ON HIS RESEARCH AND UNDERSTANDING, THE STUDENT WILL MAKE A JUDGEMENT ABOUT AMERICAN CULTURE - ITS QUALITY, PROBLEMS AND DIRECTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IN SOME CULTURES, THE VALUES OF THE CULTURE NEGLECT THE ARTS.	A. Based on his research and activities, the student will generalize as to why Americans are unhappy and if there needs to be a re-assessment of our value system.	1. In a syndicated column by Philip Meyer in the July 25, 1971 issue of the Miami Herald, Mr. Meyer tells us that a disturbing picture of America is emerging from the charts and computers of the Bureau of the Census and university research groups. "Something is out of joint." Mr. Meyer summarizes, the "nation is rich and getting richer. It is also unhappy and getting unhappier."
		2. Based on his research, the student will make a judgement as to why Americans are getting unhappier.
CONCENTRATION OF RESOURCES ON MATERIALISM AND MILITARISM CAN JEOPARDIZE AND 'DULL' THE AESTHETIC VALUES OF A CULTURE.		3. He should consider the following: a. Does America have a healthy cultural climate? b. Is creativity and artistry welcomed, nurtured and rewarded? c. Is the concern for technological perfection, better mass-production techniques, and bigger and shinier things...cheapening the quality of our culture? d. Is our culture just a chrome-covered one - a facade hiding a culture with no depth?
		4. The student will defend the aspects of American culture which he believes are worthy of praise.
	B. The student will propose ways that problems dealing with the culture can be alleviated.	1. The student will "zero in" on some of the outstanding problems facing the culture in the following areas: Music Theatre Communications Media Education Fine Arts Leisure Time others

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PRIORITIES IN A CULTURE SHOULD BE UNDER CONSTANT SCRUTINY...RE-ASSESSED AND REVISED.	B. (cont.)	2. The student will list recommendations that will help alleviate and solve the problems (Example: Government subsidies of certain art forms, reallocation of funds, less concentration of "objects" and "things", etc.)
	C. The student will speculate as to the direction of American culture.	1. The student will speculate as to the direction of American culture - in all areas of the arts... He should consider the following questions: Will the music of the future be more completely youth oriented? What about literature, dance and other forms? Will the spirit of individuality permeate the arts - rather than mass sameness? What role will "saleability" or profits play in the future of our culture? Does capitalism hinder the quality and full development of the arts in America? What role does education play in helping students develop understanding and appreciation of the creative arts?
		2. The student will write an essay entitled: How an Analysis of Art, Literature, Music, Philosophy Helped Me To Better Understand Contemporary American Culture. (Do his present beliefs and understandngs substantiate the hypotheses he formulated at the beginning of the quin?) Sources: Special issue about the 70's Look magazine, Ja. 13, 1970. American Character and Culture edited by John Hague.
		3. The teacher could use the attached transparency (or make her own) in order to help students develop as asset and liability sheet of American society. In what direction is America moving? The teacher will have a committee analyze the feelings and opinions of the class.

To the teacher: This transparency master is designed to accompany "What's Wrong—AND RIGHT—with America." See this week's "Senior Workshop" for suggestions.

TRANSPARENCY MASTER #SR-172
TO BE USED WITH SEPT. 15, 1969, SENIOR SCHOLASTIC

THE NOW SCENE

Is the U.S. moving in the . . .

RIGHT DIRECTION?		WRONG DIRECTION?
	DOMESTIC AFFAIRS	
	poverty & hunger	
	urban development	
	air & water pollution	
	law enforcement	
	censorship	
	race relations	
	CULTURAL ACTIVIES	
	FOREIGN AFFAIRS	
	foreign aid	
	Viet Nam	
	CHINA	

for all	for minorities	FREEDOM & OPPORTUNITY	for all	for minorities
		political		
		personal		
		economic		
		educational		
		Health Programs		
		YOUTH		
		student activism		
		patriotism		
		awareness		

MATERIALS

I. RECOMMENDED TEXTUAL MATERIALS:

Profile of America Series, The Modern Revolution, 1950-1970. San Francisco: Field Educational Publications, 1971.

Status (AEP unit book) 1969

Profile, USA (AEP unit book) 1971

Dig U.S.A. (AEP paperback by Arthur Diagon and Ronald T. CaConte)

Anthropology in Today's World "Teen-Age World-An American Invention" (AEP Unit book) 1967

The Outnumbered, edited by Charlotte Brooks. Dell Publishing Co., 1968

The Hippie Scene by Carolyn Barnes. Scholastic Book Services, 1968

Duncan, David Douglas. Self-Portrait: USA

Hodenfield, Chris. Rock 70; Rock 71, paperbacks from Pyramid Books

Inquiry Into Crucial American Problems, Alienation, Prentice-Hall, 1970

Reich, Charles A. The Greening of America, in paperback

Slater, Philip. The Pursuit of Loneliness (American Culture at the Breaking Point) Beacon Press, 1971

Issues Today "Special/The New Youth Culture" Nov. 20, 1970 (AEP Publications)

Read, "Rock" May 1, 1970 (AEP Publications)

Synopsis, "The Psychology of Youth Discontent, Dec. 14, 1970 (Curriculum Innovations Inc.)

Urban World, "Communes, New Way of Living or Fad?" (AEP Publications) Mar. 19, 1971

II. ALTERNATE STUDENT AND TEACHER MATERIALS:

Teacher's Guide to Modern Drama, N.Y.: Dell, 1967

Creative Approaches to Reading Literature (AEP) 1969

A Teacher's Guide to Poetry N.Y.: Dell, 1969

A Teacher's Guide to Selected Literary Works N.Y.: Dell, 1969

The Establishment and All That (A collection of articles from the Center Magazine) Calif. Center for the Study of Democratic Institutions, 1970

Tops in Pops Music, Academic Paperbacks, 1970

Tops in T.V., Academic Paperbacks, 1970

MATERIALS: (cont.)

II. (cont.)

High School Kit (Articles of interest to students on Women's Lib, Drugs, Huey Newton, etc.) Wars Resisters League, N.Y.

Pettitt, George A. Prisoners of Culture (Provocative look at modern American youth) Scribner's Sons, N.Y., 1970 (teacher's and student's)

Major American Social Problems by Robert Dentler, Chicago: Rand McNally & Co., (teacher and student)

Mannes, Marya. But Will it Sell? Lippincott, 1964

Shortney, Jean Ranson. How to Live on Nothing, Pocket Books, 1971

Loyalties: Whose Side Are You On? (Grades 9-12; reading level 4-6) Multi-Media (Scholastic)

Vital Issues. "Technology: How to Make it Best Serve Human Needs" "Youth and the Establishment" information and activity oriented newsletter by Center for Information on America, Washington, Conn. (yearly subscription)

III. RECOMMENDED AUDIO-VISUAL MATERIALS:

Guidance Associates: Dare to be Different — Filmstrip/record/guide series
The Exploited Generation
Personal Commitment: Where do you Stand?
The Alienated Generation

Educational Dimensions Co. How Generation — 3 parts filmstrip/record

Dennoyer-Geppert Audio Visuals. What Do You Kids Want Anyway? — filmstrip/records

N.Y. Times. America's Cultural Revolution (filmstrip)

IV. RECOMMENDED SIMULATION GAMES:

Social Studies Services. Confrontation: The Game of Students and Protestors Against the Establishment

Generation Gap (power, negotiation, compromise in the context of family life)

MATERIALS: (cont.)

V. FILMSTRIPS/RECORDS/GUIDES

1. Guidance Associates - Pleasantville, N.Y.
 The Tuned Out Generation - 2 parts
 Sexual Values in Society - 2 parts
 The Literature of Protest - 3 parts
 The 1960's: A Decade of Hope and Despair - 2 parts
 You and the Law - 2 parts
 Environment: Changing Man's Values - 2 parts
 Cities, U.S.A. - 1 part
 Social Movements: To Change A Nation - 2 parts

2. Dennoyer-Geppert Audio Visuals - 5235 Ravenswood Ave., Chicago, Ill.
 New York City: An Environmental Case Study - 2 parts
 Clearwater: A Dream for a River as Told By Pete Seeger - 2 parts
 What Do You Kinds Want Anyway? 2 parts

3. The New York Times - 229 W. 43rd St. New York
 The Youthful Consumer
 The American Consumer - filmstrip only
 America's Cultural Revolution - filmstrip only
 The Embattled Metropolis filmstrip/duplicating master, guide
 Mass Media: Their Role in a Democracy filmstrip/duplicating master, guide

4. Warren Schloat
 The Black Experience in the Arts - 4 parts
 Black Poems, Black Images - 6 parts
 Religions in America Explained - 6 parts
 Folk Songs in American History

MATERIALS: (cont.)

V. (cont.)

5. Educational Dimensions Co., Box 146, Great Neck, N.Y.
 Now Generation - 3 parts (The Rebels, The Dropouts, The Moderates)
 A Generation on Drugs - 4 parts

6. AED Publications. 2921 West Alemeda Ave., Burbank, Calif.
 Social Problems - 4 parts (Alcohol, Leisure, Delinquency, Prejudice)

7. Society forVisual Ed. Inc.
 Black Folk Music in America - 4 parts

8. Filmstrip House
 1970's: Decade of Challenge - 6 parts (Man: Values and Goals, Ecology and Survival, Drugs: The Dream and The Reality, Cities, The Reality and the Dream)

VI. FILMS

1. Contemporary Films
 America and the Americans - rental
 The Ballad of Crowfoot, 7 min. - rental

2. Association Instructional Materials
 Inscape (teenagers discuss the problems of today's teenagers - war, hunger, racism, and faith in God and man. Solution left to viewer) 30', color, rental
 U.S.A.: Seeds of Change

VII. FILM LOOPS

Hubbard, 2855 Shermer Road, Northbrook, Ill.
 City: Culture (Points out achievements and failures)

MATERIALS: (cont.)

VIII. CASSETTES

Center for Cassette Studies, Inc. 8110 Webb Ave., North Hollywood, Calif.

America: Sick or Solvent? 56 min.
The Explosive Society 45 min.
What is An American? 28 min.
Urban Slurb 28 min.
American Youth in Rebellion 46 min.
Ghetto Law and Order 45 min.
Students in Revolt 45 min.
Norman Mailer 29 min.
The Sting of Black Humor 29 min.
The Teen Age Revolution 53 min.
U.S. Education in Transition 53 min.
Management by Machine 29 min.
The Parade of Violence 55 min.
Patriots or Traitors? Dr. Spock and Rev. Coffin 24 min.
The Dangers of Affluence 28 min.
Legalizing Marijuana: Pros and Cons (Margaret Mead) 50 min.
Racism, Poverty and Urban Collapse
The Professional Activist
Politics and Literature
Space Costs vs. Social Needs
The Prison Environment
Government at Big Business
The Radical Campuses
American Manners 27 min.
America's Image in the World 27 min.

MATERIALS: (cont.)

IX. RECORDS

Scholastic/Folkways

Folk Music, U.S.A. 2 records

The Cowboy: His Songs, Ballads and Brag Talk 2 records

The Songs of Struggle and Protest 1 record

Jazz - Vol. I - The South, Vol. II - The Blues

Woody Guthrie: This Land is Your Land 1 record

Publishers Central Bureau, 33-20 Hunters Point Ave., Long Island City, N.Y.

Folk Festival - 1 record

The Legendary Woody Guthrie

Society for Visual Education, Inc. 1345 Diversey Parkway, Chicago, Ill.

Blacks in Music

Blacks in Art

Others

We Must Survive - Earth Island (Philips)

Earth Rot - David Axelrod (Capital)

America The Beautiful - Gary Mc Farland's Jazz Rock (Skye)

X. MAGAZINES/NEWSPAPERS/PUBLICATIONS

"Do We Face A Massive Breakdown? The Crisis in American Society." Current. Aug. 1970

"The Business of Culture." Saturday Review. Feb. 28, 1970

"Bob Dylan and the Poetry of Salvation." Saturday Review. May 30, 1970

"A Reverent Rock Opera." Life. May 28, 1971

"The New Rock." Life. June 28, 1968

"Hillbilly No More: Country Music Sweeps the U.S.A." Look, July 13,1971

MATERIALS: (cont.)

X. (cont.)

"Rock Isn't Music to their Ears." Miami Herald. June 26, 1971, p 18A

"Rock Music Mellows in Meaning." Miami Herald. May 30, 1971, p. 6G

"Soul Music Still Sounds the Same." Miami Herald. July 4, 1971, p. 4G

"Tom Jones: He May Set A Record!" This Weekend. Miami Herald, April 2, 1971

"Rock" Read. AEP, May 1, 1970

"Rock and Roll Women." World Week. April 26, 1971

"Evolution of Rock." Scope. Jan. 5, 1970

"Simon & Garfunkel: Songs of Now." Urban World. April 15, 1970

"How do Pop Groups Get Names?" Urban World. May 1, 1969

"James Taylor." Urban World. April 2, 1971

"The Sound of Rock Music." Scope. Feb. 8, 1971

"Janis Joplin: Soul Singer." Urban World. Feb. 15, 1970

"Dylan." World Week. Dec. 14, 1970

"Underground Papers: What Purpose?" Urban World. Nov. 1, 1968

"America's Changing Culture." Current. Jan. 1971

"Without Marx or Jesus." Saturday Review. July 24, 1971

"New Schools." Look. Jan. 13, 1970

"We Can Dis-establish Schools or We Can De-School Culture." Saturday Review. June 19, 1971

"World Looks at the U.S.A." Atlas. March 1970

"Frustrated America." The Humanist. Jan./Feb. 1970

"Special/ The New Youth Culture." Issues Today. Nov. 29, 1970

"The Gap Between Young and Old in America." Issues Today. Sept. 1, 1969

"What's Right, What's Wrong with America?" Senior Scholastic. Sept. 15, 1969

"Communes: New Way of Living or a Fad?" Urban World. March 19, 1971

"All in the Family." Tropic. Miami Herald. July 25, 1971

"The Youth Communes." Life. July 18, 1969

"Margaret Mead - Sound off on Everything from Jackie to Hippies." Miami Herald Oct. 22, 1969

"The Gentle People." Scope. Feb. 9, 1970

MATERIALS: (cont.)

XI. BOOKS

Barnes, Carolyn. The Hippie Scene New York: Scholastic, 1970

Berger, Peter. Movement and Revolution: A Conversation of American Radicalism New York: Doubleday, 1971

Berton, Pierre. The Smug Minority. New York: Doubleday, 1971

Beery, Mary. Young Teens Money. Mc Graw Hill 1971

Bouton, Jim. Ball Four: My Life and Hard Times Throwing Ball in the Big League.

Brooks, Charlotte. The Outnumbered. New York: Dell, 1968

Carpozi, George. The Johnny Cash Story. Middletown, Conn.: American Education Publications, 1970

Clark, Ramsey. Crime in America. New York: Book Find Club. 1971

Colby, Veneta. ed. American Culture in the Sixties. Wilson Co. 1964

Coffine, Tristram and Henry Cohen, ed. Folklore in America. New York: Doubleday, 1971

Daigon, Arthur. Dig, U.S.A. Middletown, Conn.: American Education Publications, 1971

Donavan, Colonel James. Militarism, U.S.A. New York: Scribner, 1971

Duncan, David. Self Portrait: U.S.A. New York: Publishers Central Bureau

Editorial Research Reports on Cultural Life and Leisure in America. Sept. 1969

Esposito, John. Vanishing Air. (A Nader summer study report)

Free (Abbie Hoffman) Revolution for the Hell of It. New York: Pocket Books, 1970

Frost, David. The Americans. New York: Book Find Club, 1971

Fish, Kenneth L. Conflict and Dissent in the High School. Bruce Publishing Co. 1970

Galbraith, John Kenneth. How to Control the Military. New York: Doubleday, 1971

Gregory, Susan. Hey, White Girl! Middletown, Conn.: American Education Publications, 1970

Haddenfield, Chris. Rock'70. New York: Pyramid, 1970

Haddenfield, Chris. Rock'71. New York: Pyramid, 1971

Hague, John, ed. American Character and Culture. Fla: Edwards Press, 1964

Handlin, Oscar. Race and Nationality in American Life. New York: Doubleday, 1971

Heller, Joseph. Catch - 22

Huxley, Aldous. Point Counter Point. New York: Harper Row., 1971

MATERIALS: (cont.)

XI. (cont.)

Jacobs, Norman, ed. Culture for the Millions? N.J.: Van Nostrand, 1961

James, Henry. The American. New York: Dell, 1971

James, Henry. The Turn of the Screw. New York: Freedom House, 1970

Larrick, Nancy, ed. I Heard a Scream in the Street. Iowa: Mid America Book, 1970

La Farge, Oliver. A Pictorial History of the American Indian. New York: Publishers Central Bureau, 1970

Laycock, George. The Diligent Destroyers. New York: Ballantine, 1971

Lens, Sidney. The Military Industrial Complex. New York: Pilgrim, 1971

Leopold, Aldo. The Sand County Almanac. New York: Ballantine, 1971

Levine, Stuart and Nancy Lurie, ed. The American Indian Today. New York: Penguin, 1971

Linton, Ron. Terracide: America's Destruction of her Living Environment.

Lordness, Lee. Objects: U.S.A. New York: Book Find Club, 1971

Lukas, J. Anthony. Don't Shoot - We Are Your Children. New York: Book Find Club, 1971

Mannes, Marya. But Will it Sell? Philadelphia: Lippincott, 1964

Mayersberg, Paul. Hollywood, The Haunted House. New York: Ballantine, 1970.

Means, Richard, The Ethical Imperative: The Crisis in American Values. New York: Doubleday,

Mead, Margaret. Culture and Committment. New York: Doubleday, 1970

Minton, Robert. Inside Prison American Style. New York: Book Find Club, 1971

Montagu, Ashley. The Cultured Man. New York: World, 1958

Mumford, Lewis. The Myth of the Machine.

O'Leary, Brian. The Making of an Ex-Astronaut.

Packard, Vance. The Waste Makers. (Cardinal Books) New York: Pocket Books. Inc. 1963

Packard Vance. The Status Seekers. N.Y.: Cardinal, 1961

Pakcard Vance. The Hidden Persuaders. N.Y. Cardinal, 1961

Pettit, George. Prisoners of Culture. N.Y. Scribner, 1970

Reich, Charles. The Greening of America. New York: Book Find Club, 1971

Rienow, Robert and Leona. Moment in the Sun: A Report on the Deteriorating Quality of the American Environment.

MATERIALS: (cont.)

XI. (cont.)

Roszak, Theodore. The Making of a Counter Culture. New York: Doubleday, 1971

Rockwell, Norman. Norman Rockwell's Hometown. Iowa: Mid America Book Club.

Rockwell, Norman. Norman Rockwell Illustrator. Watson-Guptill, 1971

Rosenberg, Bernard. Mass Culture. Glencoe: Free Press, 1960

Salinger, J.D. The Catcher in the Rye. New York: Freedom House, 1969

Schwartz, Barry. White Racism, Its History, Pathology, and Practice. New York: Dell, 1971

Slater, Philip. The Pursuit of Loneliness: American Culture at the Breaking Point. New York: Beacon Press, 1971

Spock, Dr. Benjamin. A Teenager's Guide to Life and Love.

Steeger, Henry. You can Remake America. New York: Doubleday, 1971

Steinbeck, John IV. In Touch. New York: Dell, 1971

Sullivan, Louis. The Autobiography of an Idea. New York: Ballantine, 1970

Toffler, Alvin. Future Shock. New York: Book Find Club, 1971

Townsend, Robert. Up The Organization.

Weaver, Robert. The Urban Complex. New York: Doubleday, 1971

White, _____. Pop Culture in America. New York Times Paperback, 1971

Whyte, William. The Exploding Metropolis. New York: Doubleday, 1971

Williams, Oscar. The New Pocket Anthology of American Verse. N.Y. Freedom House, 1971

Wolfe, Don. The Image of Man in America. New York: Apollo, 1970

Zelomek, A. Wilbert. A Changing America. New York: John Wiley, 1959

A Rock Anthology: When the Mode of the Music Changes. (1971 Peace Calendar) New York: War Resisters League, 1971.